

# Developing Youth Talent Initiative Grant

## Reporting Requirements

All projects are required to count the students impacted and assess the change in student interest in and knowledge of occupations related to the project's occupations/skills of focus and submit four reports throughout the two-year contract period.

**The Department of Economic Development (DED) will provide required, standard pre- and post-assessment questions that should be given to students before and after project engagement (i.e. intervention) each academic year.** Pre-assessments should be given to students in the school(s) or district(s) in August/September 2021 and 2022; post-assessments should be given in May 2022 and 2023. If the grantee desires, they can add additional questions to the pre- and post-assessments. However, all assessments must include the DED-required questions, in the order provided. Any additional questions must be added at the end of the assessments.

All projects that are awarded \$50,000 or more (known as Signature Projects) should be **evaluated by a 3<sup>rd</sup> party evaluator**. Projects that are awarded less than \$50,000 (known as Visionary Projects) are not required to be evaluated by a 3<sup>rd</sup> party evaluator, but may choose to be.

Below are requirements for:

- A. Projects that *are* evaluated by a 3<sup>rd</sup> party evaluator
- B. Projects that *are not* evaluated by a 3<sup>rd</sup> party evaluator

## A. Projects That ARE Evaluated by a 3<sup>rd</sup> Party Evaluator

Applicants may select the evaluator. (Two evaluators applicants may want to consider are Frank Shimerdla, [frank@aogrants.com](mailto:frank@aogrants.com), and Dick Meyers, [meyercd@unk.edu](mailto:meyercd@unk.edu); both individuals have worked on several previous DYTl projects.) Signature Projects and Visionary Projects that choose to involve a 3<sup>rd</sup> party evaluator will be provided with a list of the required, standard pre- and post-assessment questions. The 3<sup>rd</sup> party evaluator should administer the assessments, analyze the responses of the assessment and report on the project through AmpliFund, as described below.

### Report Requirements

#### January 2022 Milestone Update

Due to DED through AmpliFund by January 30<sup>th</sup> 2022

Milestone	Description of the event, activity or task	Description of the anticipated output/outcome	Completion Date		Update Notes
			Projected	Actual	

#### Mid-Project Report

Due to DED through AmpliFund by July 31<sup>st</sup> 2022

##### 1. Milestone Updates

Milestone	Description of the event, activity or task	Description of the anticipated output/outcome	Completion Date		Update Notes
			Projected	Actual	

##### 2. Number of students and average hours per student by experience for Academic Year 1 (Fall 2021 and Spring 2022):

	Academic Year 1 (July 2021 – June 2022)		Academic Year 2 (July 2022 – June 2023)	
Experience	Number of Students	Average Hours per Student	Number of Students	Average Hours per Student
Ex. Mobile Trailer	125	9 hours	NA	NA
Ex. Classroom Curriculum & Equipment	26	170 hours	NA	NA

3. Assessed changes in student interest in and knowledge of related occupations
  - a. Collected through the provided standard pre- and post-assessments
  - b. For both the pre- and post-assessments:
    - i. Please include the total number of respondents to each question
    - ii. Please compare the pre- and post- responses on all questions
    - iii. Optionally, please note any interesting trends, such as: differences between genders; differences between grade levels in projects with multiple ages involved, etc.
  - c. Additional metrics that align with the project goals and demonstrate the impact of a project are highly encouraged
  - d. A copy of both the student pre- and post- assessments
4. Narrative Analysis
  - a. A summary narrative of the project and goals
  - b. Narrative analysis of assessment and metrics
    - i. If any additional metrics or assessments aside from the standard ones were included, please include a description of the methodology
  - c. Challenges of the project thus far
  - d. Successes of the project thus far

### January 2023 Milestone Update

Due to DED by January 30<sup>th</sup> 2023

Milestone	Description of the event, activity or task	Description of the anticipated output/outcome	Completion Date		Update Notes
			Projected	Actual	

### Final Report

Due to DED by July 31<sup>st</sup> 2023

#### 1. Milestone Updates

Milestone	Description of the event, activity or task	Description of the anticipated output/outcome	Completion Date		Update Notes
			Projected	Actual	

#### 2. Number of students and average hours per student in experience by project activity:

	Academic Year 1 (July 2021 – June 2022)	Academic Year 2 (July 2022 – June 2023)
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Experience	Number of Students	Average Hours per Student	Number of Students	Average Hours per Student
<i>Ex. Mobile Trailer</i>	<i>125</i>	<i>9 hours</i>	<i>200</i>	<i>9 hours</i>
<i>Ex. Classroom Curriculum &amp; Equipment</i>	<i>26</i>	<i>170 hours</i>	<i>43</i>	<i>170</i>

3. Number of participating school districts: \_\_\_\_\_
4. Number of participating schools: \_\_\_\_\_
5. Names of participating schools: \_\_\_\_\_
6. Assessed changes in student interest in and knowledge of related occupations
  - a. Collected through the provided standard pre and post assessments
  - b. For both the pre- and post-assessments:
    - i. Please include the total number of respondents to each question
    - ii. Please compare the pre- and post-responses on all questions.
    - iii. Optionally, please note any interesting trends, such as: differences between genders; differences between grade levels in projects with multiple ages involved, etc.
  - c. Additional metrics that align with the project goals and demonstrate the impact of a project are highly encouraged.
  - d. A copy of both the student pre- and post- assessments
7. Narrative Analysis
  - a. A summary narrative of the project and goals
  - b. Narrative analysis of assessment and metrics
    - i. If any additional metrics or assessments aside from the standard ones were included, please include a description of the methodology.
  - c. Challenges of the project thus far
  - d. Successes of the project thus far
  - e. Conclusion and/or recommendations
  - f. Optional: Including pictures of the project development, implementation and student engagement is appreciated

## Student Pre- and Post-Assessment Methodology

### Pre-Assessment

Pre-assessments should be administered by a 3<sup>rd</sup> party evaluator in August or September of 2021 and 2022. The survey with the required, standard questions should be administered to all students in the grade levels impacted by the project engagement (i.e. intervention). The survey should be open to students for at least one week. It can be administered online or by paper – that decision should depend on the availability of internet and devices capable of accessing the internet to the involved students. It must include the standard questions below, in this order. The grantee has the option to add additional questions, after the standard ones.

In addition to the survey, the grantee can work with their 3<sup>rd</sup> party evaluator to expand their pre-assessment to meet their needs. This could include tools, such as interviews with students, teachers or parents; surveys to parents; or any evaluation that will provide the grantee information they need to assess the impact of their project. Please note that only the student pre-assessment surveys with the standard questions are required by DED.

## Post-Assessment

Post-assessments should be administered by a 3<sup>rd</sup> party evaluator in May of 2021 and 2022. The survey with the required, standard questions should be administered to all students in the grade levels impacted by the project engagement (i.e. intervention). The survey should be open to students for at least one week. It can be administered online or by paper – that decision should depend on the availability of internet and devices capable of accessing the internet to the involved students. Please note that the pre- and post-assessment student surveys include the exact same standard, required questions.

Like the pre-assessment, the grantee has the option to add additional questions, after the standard ones. The grantee can also choose to work with their 3<sup>rd</sup> party evaluator to expand their post-assessment to meet their needs. This could include tools, such as interviews with students, teachers or parents; surveys to parents; or any evaluation that will provide the grantee information they need to assess the impact of their project. Please note that only the student post-assessment surveys with the standard questions are required by DED.

## Assessment Questions

The following are the required, standard questions and answer options for the pre- and post-assessment student surveys. Healthcare projects will replace questions 5 through 9 with a different series of questions, provided below as well. All of these questions should be marked as “required”, include only the responses listed, and follow the exact order below. Any additional questions must be placed at the end. The required questions should follow the format (multiple choice, dropdown, etc.) suggested below, if possible:

1. What school do you attend? (drop down, select one)
2. Grade level (drop down, select one)
3. Gender (drop down, select one)
  - a. Male
  - b. Female
  - c. Other
4. Did you participate in the [DYTI project – insert language about trailer, equipment, classroom experience, etc. that is specific to the school]? (Multiple choice, select one) (Only included on Post-assessment)
  - a. Yes
  - b. No
  - c. Unsure
5. I like to imagine making new products. (Multiple choice, select one)
  - a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
6. If I learn about [Insert relevant careers: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare] then I can improve things that people use every day or improve their lives. (Multiple choice, select one)
  - a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree

7. I am good at building or fixing things. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
8. I am interested in what makes machines work. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
9. In the future, I want a job that allows me to be creative. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
10. I believe I can be successful in a [Insert relevant careers: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare] career. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
11. Do you know an adult who works in a [Insert relevant careers: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare] career? (Multiple choice, select one)
- a. Yes
  - b. No
  - c. Unsure
12. I would like to know more about [Insert relevant careers: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare] career. (Multiple choice, select one)
- a. Yes
  - b. No
13. I plan to pursue a career in [Insert relevant careers: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare]. (Multiple choice, select one)
- a. Yes
  - b. No
14. I plan to take [Insert relevant course options: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare] courses in high school (or college, if in 12<sup>th</sup> grade). (Multiple choice, select one)
- a. Yes
  - b. No
  - c. Unsure

15. What is the greatest challenge you will face in a [Insert relevant careers: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare] career? (open ended comment box, 250 word limit)

Healthcare project assessment questions should be adjusted to replace questions 5 through 9 (above) with the following questions:

5. Making discoveries in medicine would be interesting. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
6. I would like to become a doctor or nurse someday. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
7. I would like to work in a medical field. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
8. I like to care for people. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree
9. I am interested in finding solutions to health problems. (Multiple choice, select one)
- a. Strongly Disagree
  - b. Disagree
  - c. Agree
  - d. Strongly Agree

## Projects That Are *Not* Evaluated by a 3<sup>rd</sup> Party Evaluator

Visionary Projects that are not evaluated by a 3<sup>rd</sup> party evaluator will be provided an assessment that includes only the required, standard pre- and post-assessment questions regarding students' interest in and knowledge of related occupations. Reporting on the project through AmpliFund, as described below, will be the responsibility of the "lead" business.

### Report requirements are as follows:

#### January 2022 Milestone Update

Due to DED through AmpliFund by January 30<sup>th</sup> 2022

Milestone	Description of the event, activity or task	Description of the anticipated output/outcome	Completion Date		Update Notes
			Projected	Actual	

#### Mid-Project Report

Due to DED through AmpliFund by July 31<sup>st</sup> 2022

##### 1. Milestone Updates

Milestone	Description of the event, activity or task	Description of the anticipated output/outcome	Completion Date		Update Notes
			Projected	Actual	

##### 2. Number of students and average hours per student by experience for Academic Year 1 (Fall 2021 and Spring 2022):

	Academic Year 1 (July 2021 – June 2022)		Academic Year 2 (July 2022 – June 2023)	
Experience	Number of Students	Average Hours per Student	Number of Students	Average Hours per Student
<i>Ex. Mobile Trailer</i>	125	9 hours	NA	NA
<i>Ex. Classroom Curriculum &amp; Equipment</i>	26	170 hours	NA	NA

##### 3. Assessed changes in student interest in and knowledge of related occupations

###### a. Collected through the provided standard pre- and post-assessments

- i. If no existing resources exist to administer a survey, the grantee may choose to use an online assessment tool (via SurveyMonkey) provided by DED. It remains the responsibility of the lead



business to coordinate the survey administration with the schools. DED will only provide a link to the online survey. Free survey tools, such as Google Forms, are also available.

- b. If the grantee uses the online assessment tool provided by DED (or provides DED with the raw pre- and post-assessment data), DED will provide the reports required for this section. For both the pre- and post-assessments:
  - i. Please include the total number of respondents to each question
  - ii. Please compare the pre- and post-responses on all questions
- c. Additional metrics that align with the project goals and demonstrate the impact of a project are highly encouraged.
- d. A copy of both the student pre- and post- assessments

#### 4. Narrative Analysis

- a. A summary narrative of the project and goals
- b. If the grantee uses the online assessment tool provided by DED (or provides DED with the raw pre- and post-assessment data), DED will provide the reports required for this section. Narrative analysis of assessment and metrics:
  - i. Please note any interesting trends, such as: differences between genders; differences between grade levels in projects with multiple ages involved, etc.
  - ii. If any additional metrics or assessments aside from the standard ones were included, please include a description of the methodology
- c. Challenges of the project thus far
- d. Successes of the project thus far

#### January 2023 Milestone Update

Due to DED by January 30<sup>th</sup> 2023

Milestone	Description of the event, activity or task	Description of the anticipated output/outcome	Completion Date		Update Notes
			Projected	Actual	

#### Final Report

Due to DED by July 31<sup>st</sup> 2023

##### 1. Milestone Updates

Milestone	Description of the event, activity or task	Description of the anticipated output/outcome	Completion Date		Update Notes
			Projected	Actual	

2. Number of students and average hours per student in experience by project activity:

	Academic Year 1 (July 2021 – June 2022)		Academic Year 2 (July 2022 – June 2023)	
Experience	Number of Students	Average Hours per Student	Number of Students	Average Hours per Student
<i>Ex. Mobile Trailer</i>	<i>125</i>	<i>9 hours</i>	<i>200</i>	<i>9 hours</i>
<i>Ex. Classroom Curriculum &amp; Equipment</i>	<i>26</i>	<i>170 hours</i>	<i>43</i>	<i>170</i>

3. Number of participating school districts: \_\_\_\_\_

4. Number of participating schools: \_\_\_\_\_

5. Names of participating schools: \_\_\_\_\_

6. Assessed changes in student interest in and knowledge of related occupations

- a. Collected through the provided standard pre- and post-assessments
  - i. If no existing resources exist to administer a survey, the grantee may choose to use an online assessment tool (via SurveyMonkey) provided by DED. Free survey tools, such as Google Forms, are also available.
- b. If the grantee uses the online assessment tool provided by DED (or provides DED with the raw pre- and post-assessment data), DED will provide the reports required for this section. For both the pre- and post-assessments:
  - i. Please include the total number of respondents to each question
  - ii. Please compare the pre- and post-responses on all questions
- c. Additional metrics that align with the project goals and demonstrate the impact of a project are highly encouraged.
- d. A copy of both the student pre- and post- assessments
- e. Additional metrics that align with the project goals and demonstrate the impact of a project are highly encouraged.
- f. A copy of both student pre- and post- assessment

7. Narrative Analysis

- a. A summary narrative of the project and goals
- b. If the grantee uses the online assessment tool provided by DED (or provides DED with the raw pre- and post-assessment data), DED will provide the reports required for this section. Narrative analysis of assessment and metrics:
  - i. Please note any interesting trends, such as: differences between genders; differences between grade levels in projects with multiple ages involved, etc.
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- c. Challenges of the project thus far
- d. Successes of the project thus far
- e. Conclusion and/or recommendations
- f. Optional: Including pictures of the project development, implementation and student engagement is appreciated

## Student Pre- and Post-Assessment Methodology

### Pre-Assessment

If no existing resources exist to administer a survey, the grantee may choose to use an online assessment tool (via SurveyMonkey) provided by DED. Free survey tools, such as Google Forms, are also available.

The pre-assessment should be administered in August or September of 2021 and 2022. The survey with the required, standard questions should be administered to all students in the grade levels impacted by the project engagement (i.e. intervention). The responsibility of providing the survey link to students and ensuring responses falls on the grantee. The survey should be open to students for at least one week. It can be administered online or by paper – that decision should depend on the availability of internet and devices capable of accessing the internet to the involved students. If the grantee chooses to use the assessment tool provided by DED, only an online option is available. Similarly, if the grantee chooses to have DED help with the analysis for 3. B) and 4. B) above, the data must be provided to DED in a standardized spreadsheet. DED will NOT code data from paper surveys into a useable form. The assessment must include the standard questions below, in this order. The grantee has the option to add additional questions, after the standard ones. DED will not will not customize their online assessment tool or aid in the analysis of additional questions.

In addition to the survey, the grantee could choose to expand their pre-assessment to meet their needs. This could include tools, such as interviews with students, teachers or parents; surveys to parents; or any evaluation that will provide the grantee information they need to assess the impact of their project. Please note that only the student pre-assessment surveys with the standard questions are required by DED. The DED Research team will not assist in any expanded assessments.

### Post-Assessment

If no existing resources exist to administer a survey, the grantee may choose to use an online assessment tool (via SurveyMonkey) provided by DED. Free survey tools, such as Google Forms, are also available.

The post-assessment should be administered in May of 2021 and 2022. The survey with the required, standard questions should be administered to all students in the grade levels impacted by the project engagement (i.e. intervention). The responsibility of providing the survey link to students and ensuring responses falls on the grantee. The survey should be open to students for at least one week. It can be administered online or by paper – that decision should depend on the availability of internet and devices capable of accessing the internet to the involved students. If the grantee chooses to use the assessment tool provided by DED, only an online option is available. Similarly, if the grantee chooses to have DED help with the analysis for 3. B) and 4. B) above, the data must be provided to DED in a standardized spreadsheet. DED will NOT code data from paper surveys into a useable form. The assessment must include the standard questions below, in this order. The grantee has the option to add additional questions, after the standard ones. DED will not will not customize their online assessment tool or aid in the analysis of additional questions. Please note that the pre- and post-assessment student surveys include the exact same standard, required questions.

Like the pre-assessment, the grantee has the option to add additional questions, after the standard ones. The grantee can also choose to work with their 3<sup>rd</sup> party evaluator to expand their post-assessment to meet their needs. This could include tools, such as interviews with students, teachers or parents; surveys to parents; or any evaluation that will provide the grantee information they need to assess the impact of their project. Please note that only the student post-assessment surveys with the standard questions are required by DED. The DED Research team will not assist in any expanded assessments.

### Assessment Questions

The following are the required, standard questions and answer options for the pre- and post-assessment student surveys. Healthcare projects will replace questions 5 through 9 with a different series of questions, provided below as well. All of these questions should be marked as “required”, include only the responses listed, and follow the exact order below. Any additional questions must be placed at the end. The required questions should follow the format (multiple choice, dropdown, etc.) suggested below, if possible:

1. What school do you attend? (drop down, select one)
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3. Gender (drop down, select one)
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4. Did you participate in the [DYTI project – insert language about trailer, equipment, classroom experience, etc. that is specific to the school]? (Multiple choice, select one) (Only included on Post-assessment)
  - a. Yes
  - b. No
  - c. Unsure
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  - a. Strongly Disagree
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- Strongly Disagree
  - Disagree
  - Agree
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11. Do you know an adult who works in a [Insert relevant careers: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare] career? (Multiple choice, select one)
- Yes
  - No
  - Unsure
12. I would like to know more about [Insert relevant careers: STEM (Science, Technology, Engineering and Math), Manufacturing, IT (Information Technology), or Healthcare] career. (Multiple choice, select one)
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Healthcare project assessment questions should be adjusted to replace questions 5 through 9 (above) with the following questions:

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  - Disagree
  - Agree
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6. I would like to become a doctor or nurse someday. (Multiple choice, select one)
- Strongly Disagree
  - Disagree
  - Agree
  - Strongly Agree

7. I would like to work in a medical field. (Multiple choice, select one)
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